Date	Class	Period

Subject Matter

Unit: 7 ***At the Chemist's***

Lesson: 1 Conversation time

Warm up **:** Get the students make questions using : What ……: Where …………?

Learning Objectives	***Teaching aids***	***Content***	***Teaching Strategies***	***Procedures***	***Assessment***	***Time***
By the end of the lesson , students will be able to : • ask about price • express possessions • identify speakers in a conversation	✓ *Student's Book* page 1 ✓ *Work book* page 1 ✓ *Green board* ✓ *5- "pound" note* *- CD player*	**Language Focus** How much are these?/ They're one pound each./ Wow! That's cheap. I'll take three./ Okay. That's three pounds./ Hey! Don't forget your change./ Oops! Thanks a lot!	❖ *Role-play* ❖ *Brain Storming* ❖ *Problem Solving*	***Introduce the Conversation:-*** How much are these: Write a price in your local currency on the back of four notebooks ***Talk About The Picture :*** Scene 1: How much are the batteries? Scene 2: How many batteries does the boy want? How much does he pay for the batteries? ***Practice The Conversation :-*** ***A.*** **Listen and repeat.** . Students listen and repeat. ***B.*** **Listen and point to the speakers:-** Play the recording (second version of the conversation). ***C.*** **Role-play the conversation with a partner .** Students choose a partner and role-play the conversation. They then change roles and roleplay the conversation again. ***D.*** **Review. Listen and repeat.** A: Excuse me. Can you help me? B: Sure. A: Where's the candy? B: It's in Aisle 1.	**1-Listen and complete?** **Girl :- How ……..are these ?** **Man :- They are one pound ………** **Girl :- Wow. It's ……… . I will take three .** **Man :That……. three pounds**	***10M*** ***5Ms*** ***20Ms***

Activity one	Workbook page 1 Ex A Read and circle. **Home -assignment** Workbook page 1 Ex A Read and write.

Self-evaluation

Date	Class	Period

Subject Matter

Unit: 7 ***At the Chemist's***

Lesson: 2 Word Time

S.B page 2& W.B page 2

Warm up : Conversation Review : Listen and complete

How ……… are these?/ They're one ……….each./ Wow! That's …... I'll ….. three./ Okay. That's three …

Learning Objectives	Teaching aids	Content	Teaching Strategies	Presentation	Assessment	Time
By the end of the lesson , students will be able to : - identify vocabulary: chemist's items - write short sentences - read short sentences	✓ *Student's Book* page 2 ✓ *Work book* page 6 -Picture cards ✓ *Green board* *- CD player*	**Language Focus :** Chemist items (money, soap, shampoo, make-up, perfume, medicine, toothpaste, sunscreen)	❖ *Brain Storming* ❖ *Problem Solving* ❖ *presenting new words* ❖ *Cooperative work*	***Introduce the Words:*** Draw a chemist's shelf on the board. Write CHEMIST above the shelf. Point to the word and read it ***Talk About the Picture:*** Students open their Student's Books to page 30. They look at the large scene and name anything they can. ***Practise the Words:*** ***A.*** **Listen and repeat.** 1. money 2. soap 3. shampoo 4. make-up 5. perfume 6. medicine 7. toothpaste 8.sunscreen ***B.*** **Point and say the words..** Students point to and name each of the target vocabulary items in the large scene. ***C.*** **Listen and point.** 1. money 2. soap 3. shampoo 4. make-up 5. perfume 6. medicine 7. toothpaste 8. sunscreen ***D.*** **Write the words. (See pages 33–34.)** Students turn to page 33 (My Picture Dictionary), find the picture of each target vocabulary item, and write the word next to it.	**Workbook** Page 2 **A. Look and match.** *Answer Key* 1- √ 2- × 3- × 4- √ 5- × 6- √ 7- × 8- × **B. Look and write** *Answer Key* 1.perfume, 2.shampoo 3.toothpaste, 4.money, 5.sunscreen 6.soap 7.make-up, 8.medicine	*10MS* *10Ms* *20Ms*

Date	Class	Period

Subject Matter

Unit: 7 ***At the Chemist's***

Lesson: 3 Practice Time

S.B **Page:** 2 & *W.B* **Page:** 2

***Warm up*: What do you have in your bag?**

Elicit I have ……

Learning Objectives	***Teaching aids***	***Content***	***Teaching Strategies***	***Presentation***	***Assessment***	***Time***
By the end of the lesson , students will be able to : - use declarative statements with have, positive and negative. - practise declarative statements with some and any, positive and negative - express possession	✓ *Student's Book* page 3 ✓ *Work book* page 3 - Picture cards ✓ *Green board* - *CD player*	***Language Focus :*** Declarative statements with have, positive and negative; declarative statements with some and any, positive and negative [(I) have some (shampoo). (I) don't have any (soap)./(He) has some (shampoo). (He) doesn't have any (soap).] ***Function :*** Expressing possession	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Pair work*	**Introduce the Patterns: P**ronoun Review. I, you (singular), he, she, we, and they. **Practise the Patterns :** **A. Listen and repeat:-** I have some shampoo. I don't have any soap. He has some shampoo. He doesn't have any soap. **B. Listen and repeat. Then practice with a partner** 1. He has some perfume. He doesn't have any medicine. 2. They have some make-up. They don't have any sunscreen **C. Look at page 2. Point to the picture and practise with a partner.** Students remain in pairs and look at page 2. They then take turns making statements about the large scene using the new patterns and vocabulary items. **D. Listen and sing along**. I have some toothpaste in my bag. She has some toothpaste in her bag. He has some shampoo in his bag.	**Workbook page 3** **A. Read, circle, and match.** *Answer Key* 1. I have some perfume. I don't have any soap. (third picture) 2. I have some shampoo. I don't have any soap. (first picture) 3. I have some soap. I don't have any money. (second picture) **B. Look and write.** *Answer Key* 1. They have some perfume. 2. She has some soap. 3. I have some make-up. 4. He has some sunscreen.	*10MS* *30Ms* *10Ms*

Activity	**Around the Circle.** Divide the class into groups of six to eight, and have each group sit in a circle. A volunteer in each group (S1) begins by saying I have some (medicine).	***Self-evaluation :***

Date	Class	Period

Subject Matter

Unit: 7 ***At the Chemist's***

Lesson: 4 phonics Time

S.B & W.B Page: 4

Warm up **Pattern Review: The Things I Have.**

I have some (shampoo) (She) has some (shampoo)..

Learning Objectives	***Teaching aids***	***Content***	***Teaching Strategies***	***Presentation***	***Assessment***	***Time***
By the end of the lesson , students will be able to : - distinguish between sounds of letters: s & z - associate sound of letters with written form	✓ *Student's Book* page 4 ✓ *Work book* page 4 - Picture cards ✓ *Green board* ✓ *- CD player* ✓ *Coloured chalk*	**Sound Focus:** final s /s/ (*caps, cats, ducks,* final s /z/ *bags, girls, peas*)	❖ *Brain Storming* ❖ *Problem Solving*	**Introduce the Sounds** **Note:** The *final* s sound in words like *caps* is written a /s/. The *final* s sound in words like *bags* is written as/z /. **Practise the Sounds** Students open their Student's Books to page 4. **A. Listen and repeat.** Focus students' attention on the final s words at the top of the page. Students listen and repeat, pointing to the pictures and words in their books. **B. Listen and circle.** 1. For each number, students listen and circle the word they hear. *1. dogs, dogs 2. bees, bees* *3. bats, bats 4. cups, cups* **C. Read the sentences.** Check that students understand the meaning of each sentence by asking fun questions. **D. Do they both have the same final s sound? Listen and write or ×.** 1. pens, boys 2. kits, kids 3. cakes, kites 4. pills, pins 5. bikes, trees 6. carts, bats	**Work book page** 4 **A. Do they both have the same final s sound? Write or ×.** *Answer Key* 1. × 2. ✓ 3. ✓ 4. ✓ 5. ✓ 6. × **B. Do the words with final s have the same final s sound? Write ✓ or ×.** *Answer Key* 1. ✓ 2. ✓ 3.× **C. Circle the word with a different final s sound** *Answer Key* 1. bees 2. bags 3. girls 4. cubs 5. bees	***10MS*** ***20Ms***
Activity	**Chant.** Write the following chant on the board: *Cats and dogs have four legs. Ducks and bats have two legs. Boys and girls have two arms. Bees and bats have two eyes*		***Self-evaluation***			

Date	Class	Period

Subject Matter

Unit 8 ***In the park***

Lesson: 1 Conversation Time

S.B & W.B **Page:** 5

Warm up **Phonics Review: Bees or Snakes?** Draw a snake on the board, pantomime its movement, and say *Ssss*. Students repeat. Draw a bee to the right of the snake, pantomime flying in circles, and say *Zzzz*. Students repeat.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Presentation	Assessment	Time
By the end of the lesson , students will be able to : - express regulations - ask about location - apologise - identify speakers in a conversation	✓ *Student's Book* page 5 ✓ *Work book* page 5 ✓ *Green board* ✓ *Coloured chalk* - *CD player*	**Language Focus:** *Hey! Don't do that!/ What?/ Don't drop litter!* *Use the bin. / I'm sorry.* *Where is it?/ It's over there.* *It's under the tree./ Oh! I see it. Thanks.* **Function:** Expressing regulations; apologizing; asking about location	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Role play*	**Introduce the Conversation:-** 1. Clarify word meaning. 2. Bring two students to the front of the classroom. Stand behind each student and model his/her lines of the conversation with the following actions. 3. Divide the class into Groups A and B, and model each line of the conversation again. **Talk About The Picture :** **Scene 1:** This is a park. A young man and his friend are walking along the trail. Uh-oh! The man dropped some paper on the ground. **Scene 2**: The ranger sees the paper on the ground. He says, "Don't drop litter ! Use the bin." **Scene 3**: The man is sorry. He can't find the bin. The ranger tells him where it is. **Practice The Conversation :-** **A. Listen and repeat.** . Students listen and repeat. **B. Listen and point to the speakers:-** . Students listen and point. **C. Role-play the conversation with a partner. Students choose a partner and role-play the conversation.** They then change roles and roleplay the conversation again. **D. Review. Listen and repeat.** *A: Whose wallet is this? B: What colour is it?* *A: It's green and yellow. B: Oh! It's mine.*	**Work book page** 5 **A. Read and match. Then number the pictures.** *Answer Key* 1. Hey! Don't do that!/What? 2. Don't drop litter! Use the bin./I'm sorry. Where is it? 3. I t's over there. It's under the tree./Oh, I see it. Thanks. The pictures are numbered: 3, 1, 2	*10MS* *20Ms*
Activity	*Students can make a set of rules for classroom discipline e.g Don't drop litter. Use the bin …*			**Work book page** 5 **EX B. Unscramble, write, and match.**	***Self-evaluation***	

Date	Class	Period

Subject Matter

Unit: 8 ***In the park***

Lesson: 2 Word Time

S.B & W.B **Page:** 6

Warm up Conversation Review: Listen and complete: …… do that!/ Don't ……. litter!Use the bin. / I'm ……. Where is it?/ It's …….. there. It's ……… the tree./

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assess ment	Time
By the end of the lesson , students will be able to : - identify new words" nature" - read words - write words	✓ *Student's Book* page 6 ✓ *Work book* page 6 ✓ *Green board* ✓ *Coloured* chalk - *CD player*	**Vocabulary** Nature (grass, sand, snow, wildlife, pond/ponds, tree/trees, mountain/mountains, river/rivers)	❖ *Brain Storming* ❖ *Problem Solving*	**Introduce the words** Nature (grass, sand, snow, wildlife, pond/ponds, tree/trees, mountain/mountains, river/rivers **Talk About the Picture:** **Mona** and **kareem's** class is on a trip to the UK. They are in a **park**. Look at the snow on the mountains! It's cold up there. But here it's hot. There's green grass. There are **trees** and **ponds**. **This ranger** has a **camera** in her **hand**. This ranger tells Mona where the toilet is. Look at the river! There's a man over there. He's sleepingin his boat. **Practise the Words** **A. Listen and repeat.** Focus students' attention on the words at the top of the page. Students listen and repeat, pointing to the pictures and words in their books. **B. Point and say the words.** Students point to and name each of the target vocabulary items in the large scene **C. Listen and point.** / Now listen and point to the speakers. *A: What's wrong?* (boys sitting on the beach) *B: I feel sick.* *A: What are you looking for?* (ranger and Mona) *B: The toilet.* *A: It's over there.* *B: Oh. I see it. Thanks.* *A: Whose camera is this?* (girl and ranger with camera) *B: It's mine! Thank you.* *A: You're welcome.* **D. Write the words. (See pages 33–34.)**	**Work book** **Word Time, Page 6** *Answer Key* 1. sand 2. rivers 3.mountains 4.snow 5. wildlife 6. grass 7. trees 8. ponds **B. Look, read, and write .**√ **or** × 1-×2-√ 3-×4-√ 5-√6--× 7-√8-√	*10MS* *5Ms* *20MS*

Activity	Make a vocabulary note book for the previous words.	***Home-assignment:* Punctuate** : *ali and mona class is on atrip*	***Self-evaluation***

Date	Class	Period

Subject Matter

Unit: 8 *In the park*

Lesson: 3 Practice Time

S.B & W.B Page: 7

Warm up Vocabulary Review: Revise the vocabulary of the previous lesson.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - practise declarative statements with some and any, positive and negative - express the presence of items (singular and plural)	✓ *Student's Book* page 7 ✓ *Work book* page 7 ✓ *Green board* ✓ *Coloured* chalk - *CD player*	**Structures** : Declarative statements with some and any, positive and negative [*There's some (grass). There isn't any (sand)./ There are some (trees). There aren't any (ponds).*] **Function:** Expressing the presence of items (singular and plural)	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Pair work*	**Introduce the Patterns** 1. **There's some (grass). There isn't any (sand).** 2. **There are some (trees). There aren't any(ponds).** 3. **Practice for Fluency.** **Practise the Patterns** Students open their Student's Books to page 7. **A. Listen and repeat.** 1. Write the text from the pattern boxes on the board. **B. Listen and repeat. Then practice with a partner.** . Students listen and repeat, pointing to each picture in their books. **B. Listen and repeat. Then practice with a partner.** Students listen and repeat, pointing to each picture in their books. **C. Look at page 6. Point to the picture and practise with a partner.** Students remain in pairs and look at page 34. **D. Listen and sing along.** 1. Students turn to the There's Some Wildlife song, page 29. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line. Students repeat each line.	**Work book page7** **A. Read and write the letter.** *Answer Key* 1. b 2. c 3. d 4. a **B. Compare the pictures. What's different? Write three sentences about picture 2.** Students write three pairs of sentences about the things that are different in picture 2 versus picture 1. Check answers by having volunteers take turns saying one of their answers. *Answer Key* Answers will vary	*10MS* *20Ms*
Activity			**Home-assignment:**		*Self-evaluation*	

Date	Class	Period

Subject Matter

Unit: 8 ***In the park***

Lesson: 4 PHONICS Time

S.B & W.B Page: 8

Warm up 1. **Pattern Review: Sing Along.** Play the Unit 8 song There's *Some Wildlife*. Students listen. Play the song again and have students sing along.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Preocedures	Assessment	Time
By the end of the lesson , students will be able to : - identify the final –es sound - associate sound of letters with written form	✓ *Student's Book* page 8 ✓ *Work book* page 8 ✓ *Green board* ✓ *Coloured chalk* - *CD player*	Sound Focus: final es (*boxes, buses, pencil cases, sandwiches*	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative work*	**Introduce the Sounds** **Note:** The final es sound is written as /Iz/. *boxes, buses, pencil cases, sandwiches* **Practise the Sounds** Students open their Student's Books to page 4. **A. Listen and repeat.** Focus students' attention on the final s words at the top of the page. Students listen and repeat, pointing to the pictures and words in their books. **Does it have final es? Listen and write √ or×.** *1. keys, keys 2. nurses, nurses 3. oranges, oranges 4. bushes, bushes 5. eggs, eggs* **C. Read the sentences.** Check that students understand the meaning of each sentence by asking fun questions. **D. Listen and match.** *1. kisses, kisses2. matches, matches3. purses, purses 4. bushes, bushes 5. lashes, lashes*	**Work book** **page** 8 **A. Read and circle the words with the final es sound.** *Answer Key* pencil cases witches foxes bushes peaches oranges boxes beaches glasses sandwiches buses **B. Read and match.** *Answer Key* 1. d 2. a 3. c 4. b **C.Does it have final es? write √ or×.** 1-×2-√ 3-√4-√ 5-×6-√ 7-×8-×	*10MS* *20Ms*
Activity	**Chant.** Write the following chant on the board:*Cats and dogs have four legs. Ducks and bats have two legs. Boys and girls have two arms. Bees and bats have two eyes*	*Self-evaluation*				

Date	Class	Period

Subject Matter

Unit: 9 ***In the Kitchen***

Lesson: 1 Conversation Time

S.B & W.B **Page:** 9

Warm up **Phonics Review: Which Column?** Write rivers and boxes in a row on the board. Point to each word and have students read it students read it and then point to the column that corresponds to its

Learning Objectives	Teaching aids	Content	Teaching Strategies	Preocedures	Assessment	Time
By the end of the lesson , students will be able to : • make offers • accept /reject offers • identify speakers in a conversation	✓ *Student's Book* page 9 ✓ *Work book* page 9 ✓ *Green board* ✓ *Coloured chalk* - CD player	**Language Focus:** *I'm hungry./ Me, too. Let's have a snack./Do you want a chocolate chip cookie?/ No, thanks. I don't like carrots./ What about some strawberry ice cream?/ Mm! That sounds good.* **Function:** Making offers; accepting/rejecting offers!	❖ *Role-play* ❖ *Brain Storming* ❖ *Problem Solving*	**Introduce the Conversation:-** Clarify word meaning. **Talk About The Picture :** Scene 1: Mona and Kareem are going into the kitchen. They're hungry. Sokkara is hungry, too! Scene 2: Mona and Kareem are in the kitchen now. There are some chocolate chip carrots here, but Kareem doesn't want any. He doesn't like carrots. Scene 3: Mona and Kareem are going to have some ice cream. Yum! Look at this strawberry ice cream **Practise The Conversation :-** **A. Listen and repeat.** . Students listen and repeat. **B. Listen and point to the speakers:-** Students listen and point to the speakers. Play the recording as many times as necessary for students to complete the task. **C. Role-play the conversation with a partner.** Students choose a partner and role-play the conversation. They then change roles and roleplay the conversation again .**D. Review. Listen and repeat.** *A: Hey! Don't do that!* *B: What?* *A: Don't drop litter. Use the bin.* *B: Okay. Sorry.*	**Work book page** 9 **A. Number the sentences in the correct order.** *Answer Key* 4 N o, thanks. I don't like cookies. 6 Mm. That sounds good. 3 Do you want a chocolate chip cookie? 5 How about some strawberry ice cream? 1 I 'm hungry! 2 Me, too. Let's have a snack!	***10M*** ***5Ms*** ***20Ms***

Activity	1. **Change the Lines.** Write *thirsty*, *water*, and *juice* on the board. Point to and read each word. Students repeat. Then elicit the conversation, having students substitute these new words	***Home-assignment :*** **Work book Ex B. Look and write.**	***Self-evaluation***

Date	Class	Period

Subject Matter

Unit: 9 ***In the Kitchen***

Lesson: 2 Word Time

S.B & W.B **Page:** 10

Warm up Conversation Review: Listen and complete
I'm ………./ Me, too. Let's have a ………./Do you want a ………… chip cookie?/ No, ……… I don't like ………./ What ………. some strawberry ice cream?/ Mm! That sounds ……… ..

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - learn new words" Food and condiments " - read words - write words	✓ *Student's Book* page 10 ✓ *Work book* page 10 ✓ *Green Board* - *CD player* - *Coloured* Chalk	**Vocabulary** Food and condiments (*salt, pepper, cheese, hot sauce, carrots, pickles, mushrooms, spaghetti*)	❖ *Brain Storming* ❖ *Problem Solving*	**Introduce the words** Food and condiments (salt, pepper, cheese, hot sauce, carrots, pickles, mushrooms, spaghetti **Talk About the Picture:** Mona's **parents** and sister are in their **kitchen**. **Mona's father** is looking for some cheese. Mona's sister has some pepper, but she doesn't have any salt. Here is some spaghetti. There are fruits, **vegetables**, and carrots. These are pickles, these are **mushrooms**, and that's a chicken. **Practise the Words** **A. Listen and repeat.** Focus students' attention on the words at the top of the page. Students listen and repeat, pointing to the pictures and words in their books. **B. Point and say the words.** Students point to and name each of the target vocabulary items in the large scene **C. Listen and point.** *Hot sauce. / Pepper. / Salt. / carrots./ Cheese. / Spaghetti. / Pickles.* *Mushrooms.* *Now listen and point to the speakers.* *A: Where's the butter?* (man and woman) *B: It's next to the salad.* *A: Oh. There it is.* *A: There's some pepper. There isn't any salt.* (girl) *A: What a mess!* (boy) **D. Write the words. (See pages 33–34.)**	**Work book page 10** **A. Look and write.** *Answer Key* *There's some. . .* salt butter hot sauce pepper cheese soup *There are some. .* cookies mushrooms pickles carrots spaghetti **B. Look at A. Fill in the puzzle.** *Answer Key* mushrooms cookies salt spaghetti strawberry soup pickles pepper mystery word: hot sauce	*10MS* *5Ms* *20MS*

Activity	**Guess the Word.** A student in each group (S1) begins by writing one letter from a target word on a piece of paper. Each of the other students tries to guess the word..	***Home-assignment:* Punctuate** :_*ali and mona class is on a trip*	***Self-evaluation***

Date	Class	Period

Subject Matter

Unit: 9 ***In the Kitchen***

Lesson: 3 Practice Time

S.B & W.B **Page:** 11

Warm up **Vocabulary Review: Say It in a Sentence.** Hold up the pepper picture card. Elicit *There's some pepper.* Do the same with the remaining Unit 9 Word Time Picture Cards, eliciting *There's some (pepper)* or *There are some (mushrooms)* aappropriate..

Learning Objectives	Teaching aids	Content	Teaching Strategies	Preocedures	Assessment	Time
By the end of the lesson, students will be able to : - practise *Yes/ No* questions with *any* - aski about availability	✓ *Student's Book* page 11 ✓ *Work book* page 11 - CD player ✓ *Green board* ✓ ***Coloured*** chalk	***Structures*** : *Yes/ No* questions with *any [Is there any (salt)? Yes, there is. / No, there isn't./Are there any (pickles)? Yes, there are. / No, there aren't.*] **Function:** Asking about availability	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Pair work* ❖ *Chants*	**Introduce the Patterns** 1. **Is there any (salt)? Yes, there is** 2. **Are there any (pickles)? Yes, there are./No, there aren't.** 3. Practice for Fluency. **Practise the Patterns** Students open their Student's Books to page 11. **A. Listen and repeat.** .Write the text from the pattern boxes on the board. **B. Listen and repeat. Then practice with a partner.** . Students listen and repeat, pointing to each picture in their books. **B. Listen and repeat. Then practice with a partner.** Students listen and repeat, pointing to each picture in their books. **C. Look at page10. Point to the picture and practise with a partner.** Students remain in pairs and look at page 10. They then take turns making statements about the large scene using the new patterns and vocabulary items. **D. Listen and sing along.** Students turn to the *Is There Any Pepper?* song, page 30. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.	**Work book page11** **A. Read and write ✓.** *Answer Key* 1. I s there any cheese? No, there isn't. 2. Are there any pickles? Yes, there are. 3. I s there any salt? Yes, there is. **B. Look and write.** *Answer Key* 1. Are there any pickles? Yes, there are. 2. Is there any cheese? Yes, there is. 3. Are there any mushrooms? Yes, there are. 4. Is there any salt? No, there isn't. 5. Is there any bread? Yes, there is. 6. Are there any apples? No, there aren't.	*10MS* *20Ms*

Activity	**Are There Any Computers?** Look around the classroom and ask Are *there any (computers)?* Elicit *Yes, there are or No, there aren't.* Continue, asking four to six questions about any items	*Home-assignment :*.	*Self-evaluation*

Date	Class	Period

Subject Matter

Unit: 9 ***In the Kitchen***

Lesson: 4 PHONICS Time

S.B & W.B Page: 12

Warm up **1. Pattern Review: Sing Along.** Play the Unit 9 song *Is There Any Pepper?* Students listen. Play the song again and have students sing along.
2. Phonics Review: Read the Sentences. Write the following sentences on the board: *The ducks and cats take their pencil cases on the buses. 2. Mother makes us sandwiches.*

Learning Objectives	Teaching aids	Content	Teaching Strategies	Preocedures	Assessment	Time
By the end of the lesson , students will be able to : - identify the final br, gr, pr sound - associate sound of letters with written form	✓ *Student's Book* page 12 ✓ *Work book* page 12 ✓ *Green board* ✓ *Coloured Chalk* - *CD player* - *Picture cards*	Sound Focus: br, gr, pr (*bread, brown, grandmother, green, present, prize*)	❖ *Role-play* ❖ *Brain Storming* ❖ *Problem Solving*	**Introduce the Sounds:-** br, gr, pr (*bread, brown, grandmother, green, present, prize*) **Practise the Sounds** Students open their Student's Books to page 12. **A. Listen and repeat.** **B. Listen and circle br, gr, or pr.** *1. pretty, pretty* *2. broom, broom* *3. bridge, bridge* *4. grapes, grapes* *5. price, price* *Answer Key:* *1. pr* *2. br* *3. br* *4. gr* *5. pr* **C. Read the sentences.** **D. Listen and write br, gr, or pr.** *1. brick, brick* *2. bread, bread* *3. green, green* *4. prune, prune* *5. great, great* *Answer Key:* *1. br* *2. br* *3. gr* *4. pr* *5. gr*	**Work book page12** **A. Circle and write br, gr, or pr.** *Answer Key* 1. green 2. umbrella 3. grapes 4. brown 5. pretty 6. prize 7. present 8. bread **B. Look, read, and match.** *Answer Key* 1. I eat brown bread at night. 2. My grandfather has a prune and a grape. 3. I have a green umbrella! 4. Sally gives her grandmother a present. **C. Do they both have the same consonant blend? Write ✓ or ✗.** *Answer Key* 1. ✓ 2. ✗ 3. ✗ 4. ✗	*10M* *5Ms* *20Ms*

Activity	**What's Different?** Suggested Words: *break, braid, great; press, grass, pretty; grand, grit, brain; breathe, grain, groan; prove, prune, gram; broom, green, gray; present, pride, brow*	*Home-assignment :*	*Self-evaluation*

Date	Class	Period

Subject Matter

Review 1

Story Time *S.B & W.B* **Page13**

Warm up: **Review Units 7–9 Conversations, Vocabulary, and Patterns.** Students turn to each Conversation Time page (pages 1, 5, and 9), Word Time page (pages 2, 6, and 10), and Practice Time page (pages 3, 7, and 11). Elicit each conversation, vocabulary item, and pattern.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - revise units 7–9 conversation, vocabulary, and patterns - revise previously learned items	✓ *Student's Book* page 13 ✓ *Work book* page 13 ✓ *Green board* ✓ *cD player*	**Review Focus:** Units 7–9 conversation, vocabulary, and patterns	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Pair work*	**Work with the Pictures** Scene 1: Does Sokkar want some vegetables? Scene 2: Does Sokkara have any carrots? Does Sokkar like carrots? Scene 3: Are there any pickles? Does Sokkar want pickles? Scene 4: Is there any hot sauce? Scene 5: (**soap**) Is it hot sauce? Scene 6: What is sokkar eating? **Work with the Text** Point to Sokkara's speech bubble in Scene 1. A volunteer tries to read what Sokkara is saying. If he/she reads correctly, do the same with Sokkar's speech bubble. **Practise the Story** **A. Listen and repeat.** **B. Look at A. Listen and point.** **C. Listen. Circle True or False.** 1. *Sokkar* wants some vegetables. 2. *Sokkara* doesn't have any carrots. 3. *Sokkara* has some spaghetti. 4. There are some pickles. 5. There isn't any hot sauce. *Answer Key:* 1. True 2. False 3. False 4. True 5. False **D. Role-play these scenes.**	**Work book Page 13** **A. Read, check, and write the response.** *Answer Key* 1. Don't forget your change./Oops! Thanks a lot. 2. How much are these?/They're one pound each. 3. Where is it?/It's over there. 4. Do you want some ice cream?/Yes, please. **B. Match and write.** *Answer Key* 1. sunscreen 2.wildlife 3. mushroom 4.hairbrush 5. toothpaste 6.homework 7. hot sauce 8.cheese 9. spaghetti 10.lunch box 11. chocolate chip 12. ice cream	10MS 10Ms 20Ms

Activity	**Make a New Story.** Each student divides a piece of paper into six equal parts and comes up with his/her own version of the story by drawing original scenes and new characters.	***Home-assignment :***

Self-evaluation :

Date	Class	Period

Subject Matter

Review 1

Activity Time ***S.B & W.B***

SB & WB Page14

Warm up **:** 1. **Review Units 7–9 Vocabulary, Patterns, and Sounds.** Students turn to each Word Time page (pages 2, 6, and 10), Practice Time page (pages 3, 7 and 11), and Phonics Time page (pages 4, 8, and 12). Elicit each vocabulary item,

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - revise units 7–9 vocabulary, patterns, and sounds - revise previously learned items	✓ *Student's Book* page 13 ✓ *Work book* page 13 ✓ *Green board* ✓ *cD player*	**Review Focus:** Units 7–9 vocabulary, patterns, and sounds	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Pair work* ❖ *Cooperative work*	**Review** Students open their Student's Books to page 14. **A. Look, read, and circle True or False.** *Answer Key:* *Answer Key:* *1. False* *2. True* *3. True* *4. True* *5. False* *6. True* **B. Look and write. Then find the words in the puzzle.**	**Work book page 13** **A. Look and write.** *Answer Key* 1. There are some mountains. There aren't any trees. 2. She has some toothpaste. She doesn't have any shampoo. 3. He has some money. He doesn't have any sunscreen. 4. Is there any salt? Yes, there is. **B. Do they both have the same final sound (es or s)? Write ✓ or ✗.** *Answer Key* 1. ✗ 2. ✓ 3. ✓ 4. ✓ **C. Match.** *Answer Key* *br*. bread *pr*. present, pretty, prize *gr*. grapes, grandmother	*10MS* *10Ms* *10Ms*
Activity	**Survey**. Students create a survey on a sheet of paper by writing *Name* and *What do you like to do?* in a row at the top of the paper. Students then work in groups of five to six and ask their classmates *There is / are ....*				***Self-evaluation :***	

Date	Class	Period

Subject Matter

Unit: 10 Downtown

Lesson: 1 Conversation Time

S.B & W.B **Page: 15**

Warm up **Phonics Review: Questions.** Suggested Questions: *Is grass black or green? Is brick black or red? Is bread blue or brown? Are grapes blue or green? Are bridges small or big? Are prunes big or small? inal s* sound.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Preocedures	Assessment	Time
By the end of the lesson , students will be able to : • ask about possessions • make a suggestion • **express and respond to thanks** • identify speakers in a conversation	✓ *Student's Book* page 15 ✓ *Work book* page 15 ✓ *Black board* ✓ *Coloured chalk*	**Language Focus** *Look! Whose purse is this?/ Maybe it's hers. Let's ask./ Excuse me./ Yes?/ Is this your purse?/ Yes, it is! Thank you so much./ You're welcome.* **Function:** Asking about possession; making a suggestion; expressing and responding to thanks!	❖ *Role-play* ❖ *Brain Storming* ❖ *Problem Solving*	**Introduce the Conversation:-** 1. Clarify word meaning. 2. Place a purse on the floor. 3. Divide the class into Groups A and B. 4. Groups A and B say alternate lines of the conversation. Groups then change roles and say the conversation again. **Talk About The Picture :** Scene 1: **Ali** and **Sarah** found **a purse**, but they don't know whose it is. They think that maybe it's **hers**. Scene 2: **Ali** and **Sarah** walk up to the woman and say, "Excuse me." Scene 3: It is her purse! Scene 4: The woman is very happy. **Practice The Conversation :-** **A. Listen and repeat.** . Students listen and repeat. **B. Listen and point to the speakers:-** . Students listen and point. **C. Role-play the conversation with a partner. Students choose a partner and role-play the conversation.** They then change roles and roleplay the conversation again. **D. Review. Listen and repeat.** *A: I want ice cream.* *B: Okay. How much is that?* *C: It's two pounds.* *B: Great! We'll take two.*	**Conversation Time, Page 15** **A. Read, circle, and match.** *Answer Key* 1. Look! Whose purse is this? Maybe it's hers. Let's ask. (second picture) 2. Excuse me. Yes? I s this your purse? (third picture) 3. Yes, it is! Thank you so much! You're welcome. (first picture) **B. Read and write.** *Answer Key* 1. I s this her cap? Yes, it is. 2. Are these her glasses? No, they aren't. 3. Are these their keys? Yes, they are.	*10M* *5Ms* *20Ms*

Activity	**Whose Jacket Is This?** Divide the class into groups of three. Each group places several items they can name in English on the floor or on a desk close to them. having students substitute these new words	***Home-assignment :***	***Self-evaluation***

Date	Class	Period

Subject Matter

Unit: 10 **Downtown**

Lesson: 2 Word Time

S.B & W.B **Page:** 16

Warm up Conversation Review:Complete: *Look! ……. purse is this?/ Maybe it's ……. Let's ………./ Excuse me./ Yes?/ Is this your ……..?/ Yes, it is! ……. you so much./ You're …………….*

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - learn new words"Public buildings " - read words - write words	✓ *Student's Book* page 16 ✓ *Work book* page 16 ✓ *Green Board* - *CD player* - *Coloured* Chalk	<u>Vocabulary</u> Public buildings (*museum, cinema, department store, hospital, restaurant, bookshop, bakery, chemist's*)	❖ *Brain Storming* ❖ *Problem Solving*	**<u>Introduce the words</u>** Public buildings (*museum, cinema, department store, hospital, restaurant, bookshop, bakery, chemist's*) **<u>Talk About the Picture:</u>** **These people** are at the **cinema**. They need a **ticket**. There's a **bookshop** next to the **cinema**. Here's a chemist's. There's a **hospital** next to the **bakery**. There are some more **shops** here. There's also a **restaurant**, a **bookshop**, and a **department store**. **<u>Practise the Words</u>** **A. Listen and repeat.** Focus students' attention on the words at the top of the page. Students listen and repeat, pointing to the pictures and words in their books. **B. Point and say the words.** Students point to and name each of the target vocabulary items in the large scene **C. Listen and point.** *Restaurant.* | *Cinema. /Hospital.* | *Bookshop/ Chemist's. / Department store. / Museum. / Bakery.* *Now listen and point to the speakers.* *A: When do you exercise? (movie star and reporter)* *B: I exercise in the morning. A: When do you listen to music?* *B: I listen to music in the evening. A: How do you go to work?* *B: I go to work by aeroplane. A: Hi. May I help you? (women at ticket booth) B: One ticket, please. What time does it start?* *A: 1:15.* *A: I'm going now. (people in front of chemist's)* *B: Bye-bye! A: See you later.* **D. Write the words. (See pages 33–34.)**	**<u>Work book</u>** <u>page 16</u> A. Read and match. *Answer Key* 1. hospital 2. cinema 3. restaurant 4. museum 5. bookstore 6. chemist's 7. bakery 8. department store **B. Read and write.** *Answer Key* 1. I s this a restaurant? No, it isn't. It's a hospital. 2. I s this a museum? Yes, it is. 3. I s this a bookstore? No, it isn't. It's a chemist's. 4. I s this a bakery? No, it isn't. It's a cinema.	*<u>10MS</u>* *<u>5Ms</u>* *<u>20MS</u>*

Activity	**Definitions.** Spread the Unit 10 Word Time Picture Cards out along the chalktray. Say *There are tissues here.* Students point to the chemist's picture card on the chalktray and *say There are tissues at the chemist's*. Continue in the same way..	***<u>Home-assignment:</u>* <u>Punctuate</u>** : *ali and mona class is on a trip*	*<u>Self-evaluation</u>*

Date	Class	Period

Subject Matter

Unit: 10 **Downtown**

Lesson: 3 Practice Time

S.B & W.B **Page:** 17

Warm up **Word Review:** Revise the vocabulary of the previous lesson.Get the Ss make complete sentences using those words.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Preocedures	Assessment	Time
By the end of the lesson , students will be able to : - practise Simple past with was/were, positive and negative - express the past location	✓ *Student's Book* page 17 ✓ *Work book* page 17 ✓ *Green board* ✓ ***Coloured*** Chalk - *CD player*	***Structures*** : Simple past with was/were, positive and negative [(I) was at the (bookshop). (I) wasn't at the (hospital)./ (They) were at the (bookshop). (They) weren't at the (hospital).] **Function:** Expressing past location	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Pair work*	**Introduce the Patterns** 1. Pronoun Review. 2. (I) was at the (bookshop). (I) wasn't at the (hospital). 3. (We) were at the (bookshop). (We) weren't at the(hospital). 4. Practice for Fluency. **Practise the Patterns** Students open their Student's Books to page 17. **A. Listen and repeat.** .Write the text from the pattern boxes on the board. **B. Listen and repeat. Then practice with a partner.** . Students listen and repeat, pointing to each picture in their books. **B. Listen and repeat. Then practice with a partner.** Students listen and repeat, pointing to each picture in their books. **C. Look at page16. Point to the picture and practise with a partner.** Students remain in pairs and look at page 34. They then take turns making statements about the large scene using the new patterns and vocabulary items. **D. Listen and sing along.** 1. Students turn to the There's Some Wildlife song, page 30They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line. Students repeat each line.	**Work book page17** **A. Look at the chart. Write.** *Answer Key* 1. He was at the bakery. 2. They were at the restaurant. 3. She is at the chemist's. 4. He was at the bookstore **B. Look and write.** *Answer Key* 1. He was at the chemist's. He wasn't at the bakery. 2. She was at the bookstore. She wasn't at the cinema. 3. They were at the hospital. They weren't at the department store. 4. She was at the bakery. She wasn't at the museum.	*10MS* *20Ms*

Activity	**Make the Sentences.** Do the activity using *I, You, He, She, It, We,They*(was/were)	*Home-assignment :Choose :* **1- I (was-were-is)at the cinema yesterday.2- (They-He – I)were at the cinema .3- He was at school. He (isn't –wasn't –weren't at home.**	*Self-evaluation*

Date	Class	Period

Subject Matter

Unit: 10 **Downtown**

Lesson: 4 PHONICS Time

S.B & W.B **Page:** 18

Warm up **1.Pattern Review: Chant Along.** Play the Unit 10 chant She Was at the Bakery.
2. **Phonics Review: Complete the Sentences.**
1. The _ _ide and her _ _other were cold.
2. The _ _etty cat got a _ _ize.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Preocedures	Assessment	Time
By the end of the lesson , students will be able to : - identify the cr, dr, tr sounds - associate sound of letters with written form	✓ *Student's Book* page 18 ✓ *Work book* page 18 ✓ *Black board* ✓ *Coloured chalk*	**Sound Focus:** cr, dr, tr (crab, cry, dream, dress, tree, truck)	❖ *Brain Storming* ❖ *Problem Solving*	**Introduce the Sounds** **Note:** The cr sound is written as /kr/. The dr sound is written as /dr/. The tr sound is written as /tr/. **Practise the Sounds** Students open their Student's Books to page 18. **A. Listen and repeat.** **B. Listen and write cr, dr, or tr.** *1. cracker, cracker 2. truck, truck* *3. drum, drum 4. crayon, crayon* *5. drive, drive* **C. Read the sentences.** Check that students understand the meaning of each sentence by asking fun questions. **D. Listen and match.** *1. cross, cross* *2. drink, drink* *3. train, train* *4. true, true* *5. crane, crane* *6. drain, drain* *Answer Key:* 1. c r2. dr 3. tr 4. tr 5. cr 6. dr	**Workbook** **Phonics Time, Page 18** **A. Look and write cr, dr, or tr.** *Answer Key* 1. truck 2. dream 3. dress 4. tree 5. cry 6. creek 7. train 8. draw **B. Write cr, dr, or tr. Then read and match.** *Answer Key* 1. The crab wants a truck and a train. (c) 2. The tree is next to the trail. (d) 3. I cry on my dress. (b) 4. That's a tree. This is a creek. (a)	***10M*** ***20Ms***

Activity	1. **Change the Lines.** Write *thirsty*, *water*, and *juice* on the board. Point to and read each word. Students repeat. Then elicit the conversation, having students substitute these new words	***Home-assignment :***	***Self-evaluation***

Date	Class	Period

Subject Matter
Unit: 11 At Home
Lesson: 1 Conversation Time
***S.B & W.B* Page 19**

Warm up **: Phonics Review: Questions.** Hold up the *truck* picture card and *ask Is a truck big or small?* A volunteer responds using a complete sentence.
Do the same with the remaining Unit 10 Phonics Time Picture Cards.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - express feelings, warnings, and wishes; - make a suggestion - identify the speakers in a conversation	✓ *Student's Book* page 19 ✓ *Work book* page 19 ✓ *Green Board* *- CD player*	**Language Focus:** *I'm bored./So am I. Let's play football./ Dad! We're going outside./ Remember, you have to do your homework./I know, Dad./ Be back at six./All right. Bye!/ Bye, kids. Have fun!* ***Function:*** *Expressing feelings, warnings, and wishes; making a suggestion*	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Role-play* ❖ Discussion	**Introduce the Conversation** 1. Clarify word meaning. 2. Bring three students to the front of the classroom. Stand behind each student and model his/her lines of the conversation with the following actions: 3. Divide the class into Groups A, B, and C, and model each line of the conversation again. **Talk About the Picture** Scene 1: **Ramy** and **Kareem** are bored. They want to go **outside** to play football. Scene 2: Ramy's **dad** is in the **living room**. He reminds **Ramy** that he has to do his homework. Scene 3: **Ramy** knows he has to do his homework. He'll be back at six o'clock. Scene 4: **Ramy** and **Kareem** are leaving to play football now. **Practise the Conversation** **A. Listen and repeat.** Play the recording (first version of the conversation). Students listen and repeat. **B. Listen and find the speakers.** Play the recording (second version of the conversation) **C. Role-play the conversation with three other students.** Students choose a partner and role-play the conversation. **D. Review. Listen and repeat.** Volunteers try to read or guess the Puppets' conversation. *A: What are you looking for?* *B: My sunscreen! I can't find it.* *A: Don't worry. I'll help you look for it.* *B: Okay. Thanks*	**Workbook** Page 19 **A. Read and write the letter.** *Answer Key* 1. c 2. d 3. a 4. b **B. Look and write.** *Answer Key* 1. I 'm thirsty. 2. I'm cold. 3. I'm hot. 4. I'm hungry	*5 MS* *10M* *15Ms*

Activity	**Combine the Conversations.** Combine a Level 1 conversation with the target conversation on the board in the following way: *A: I'm bored. Are you finished? B: No, not yet. A: Please hurry! B: Let's play football. A: Sounds good! Mum, we're going outside.*	**Home-assignment**		**self-evaluation**

Date	Class	Period

Subject Matter
Unit: 11 At Home
Lesson: 2 Word Time
***S.B & W.B* Page 20**

Warm up : **Conversation Review: Write the Next Line.**
Students open their Student's Books to page 47 and read the conversation after the teacher or recording. Then divide the class into Groups A and B, and have them dictate alternate lines of the target conversation to you.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - learn new words " Places at home " - read new words - write new words	✓ *Student's Book* page 20 ✓ *Work book* page 20 ✓ *Green Board* *- CD player* *- Picture Cards*	**Vocabulary :** Places at home (*bathroom, dining room, bedroom, garden, hall, living room, kitchen, garage*)	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning	**Introduce the Words** Places at home (*bathroom, dining room, bedroom, garden, hall, living room, kitchen, garage*) **Talk About the Picture** **This woman** is in the **garage**. She seas **a cat**! **These children** are in the **bedroom**. They're jumping on the **bed**. Their **mom** is in the **kitchen**. She's angry. **This man** is sleeping in **the living room**. He isn't watching TV. **This woman** is in **the dining room**. She's talking to her **friends**. **Practise The words :** **A. Listen and repeat.** **B. Point and say the words.** **C. Listen and point.** *Bathroom./ Dining room. / Living room. / Bedroom. / Garage. Garden. / Hall. / Kitchen.* *Now listen and point to the speakers.* *A: Do you want a cookie?* (women in dining room) B: *No, thanks.* *A: What about some cake?* *B: Mm! That sounds good.* *A: Hey, kids! Don't do that!* (children jumping on the bed and their mother) *B: What, mum? A: Don't jump on the bed! B: Sorry!* *A: Hello?* *B: May I speak to Sameh, please?* (man on phone) *A: Sure. Hold on.* *B: No problem.* **D. Write the words. (See pages 32–34.)**	**Workbook** Page 20 **A. Read and circle.** *Answer Key* 1. bedroom 2. dining room 3. bathroom **B. Look at Kareem's house. Label the rooms.** *Answer Key* 1. bedroom 2. bathroom 3. hall 4. kitchen 5. dining room 6. living room 7. garden 8. garage	*5 MS* *10Ms* *20M*

Activity	Where Do You…? Ask students questions about the activities *Where do you watch TV? Where do you have a snack? Where do you climb a tree? Where do you use spoons? Where do you draw a picture? Where do you play football? Where do you eat breakfast? Where do you take a shower? Where do you sleep?*	Home-assignment	**Workbook** Page 20 **EX: C. Your turn. Draw your house. Label the rooms.**

Self –evaluation :

Date	Class	Period

Subject Matter
Unit: 11 At Home
Lesson: 3 Practice Time
S.B & W.B Page 21

Warm up **Vocabulary Review: Raise Two Fingers.** Hold up the Unit 11Word Time Picture Cards one by one and elicit their names.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - practise *Yes/ No questions with simple past was/were* - ask about past location	✓ *Student's Book* page 21 ✓ *Work book* page 21 ✓ *Green Board* *- CD player* *- Picture Cards*	**Structures:** *Yes/ No* questions with simple past *was/were* [*Was (she) in the (garden)? Yes, (she) was./ No, (she) wasn't. (She) was in the (hall)./ Were (they) in the (garden)? Yes, (they) were./ No, (they) weren't. (They) were in the (hall).*] **Function:** Asking about past location	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Cooperative learning* ❖ self-learning ❖ Pair work ❖ *Chants*	**Introduce the Patterns:** 1. Pronoun Review. 2. Was (she) in the (kitchen)? Yes, (she) was./ 3. Were (you) in the (garden)? Yes, (we) were./No, (we) weren't. (We) were in the (kitchen). 4. Practise for Fluency. **Practise the Patterns**: **A. Listen and repeat.** **B. Listen and repeat. Then practise with a partner.** **C. Look at page 20. Point to the picture and practise with a partner.** Students remain in pairs and look at page 20. They then take turns asking and answering questions about the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the triplets): *Were they in the bathroom?* S2: *Yes, they were* **D. Listen and sing along.** Students turn to the *Were You in the Living Room?* song, page 31. They look at the pictures and words and try to read some of the lyrics. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books. .	**Workbook** Page 21 **A. Read and write.** *Answer Key* 1. Yes, they were. 2. Yes, she was. 3. Yes, he was. 4. No, she wasn't. She was in the dining room. **B. Write the questions and answers.** *Answer Key* 1. Yes, she was. 2. No, he wasn't. He was in the kitchen. 3. Was she in the kitchen? No, she wasn't. She was in the living room. 4. Was he in the garden? No, he wasn't. He was in the dining room. 5. Was it in the garden? Yes, it was. 6. Were they in the garage? Yes, they were	*15MS* *15Ms*

Activity	**Make the Sentences.** Dothe activity using *Was /Were ……?*	**Hassignment**	

Self –evaluation :

Date	Class	Period

Subject Matter
Unit: 11 At Home
Lesson: 4 Phonics Time
S.B & W.B Page 22

***Warm up* : Phonics Review: Read the Sentences.**
Write the following sentences on the board:
1. *The dress is in the truck.*
2. *The crab is in the tree.*
3. *The dreams of crabs are great.*

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - identify the fl, pl, sl sounds - associate the sound of letters with the written form	✓ *Student's Book* page 22 ✓ *Work book* page 22 ✓ *Black Board* - *CD player* - *Picture Cards*	**Sound Focus:** fl, pl, sl (*flag, fly, play, plum, sleep, slide*)	❖ *Brain Storming* ❖ *Problem Solving* ❖ Coopera -tive work	**Introduce the Sounds** fl, pl, sl (*flag, fly, play, plum, sleep, slide*) **Practise the Sounds** Students open their Student's Books to page 22. **A. Listen and repeat.** Focus students' attention on the consonant blend review words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books **B. Listen and circle fl, pl, or sl.** *1. plate, plate* *2. flute, flute* *3. slipper, slipper* *4. plant, plant* *5. flea, flea* **Answer Key:** *Answer Key:* 1. pl 2. fl 3. sl 4. pl 5. fl **C. Read the sentences.** **D. Listen and write fl, pl, or sl.** 1. *play, play* 2. *slow, slow* 3. *flake, flake* 4. *sleeve, sleeve* 5. *flat, flat*	**Workbook** Page 22 **A. Circle and write.** *Answer Key* 1. sleep 2. aeroplane 3. float 4. plate 5. slide 6. flag **B. Look, read, and tick True or False.** *Answer Key* 1. False 2. True 3. True 4. False (Answers will vary for students' own True/False sentences.)	*5 MS* *20Ms*

Activity	**Sort It Out.** Write *flag, sleep, play, fly, plum flea, slide, plate, flute, float, slipper* on the board. Point to each word and have students read it. Practice until students read confidently. Then	**Home-assignment**	

Self –evaluation :

Date	Class	Period

Subject Matter

Unit: 12 Around the House
Lesson: 1 Conversation Time
***S.B & W.B* Page 23**

Warm up : **Phonics Review: Read the Sentences.** Hold up each Unit 11 Phonics Time Word Card and have students read it. Then write the following three sentences on the board:
1. The fly and the flea play on the slide.
2. The plums sleep in the tree. 3. The flag is blue and green

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - *ask for and give information on the phone* - identify speakers in a conversation	✓ *Student's Book* page23 ✓ *Work book* page 23 ✓ *Green board* ✓ *cD player*	**Language Focus:** *Hello? Is Kareem there, please?/ I'm sorry. You have the wrong number./ Is this 245-8769?/ No, it isn't. It's 245-8768./Sorry./ That's okay. Good-bye.* ***Function:*** *Asking for and giving information on the phone*	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Role-Play*	**Introduce the Conversation** 1. Clarify word meaning. 2. Bring two students to the front of the classroom. Stand behind each student and model his/her lines of the conversation with the following **Talk About the Picture** Scene 1: **Mona's mum** and **dad** are in the **kitchen**. They're listening to music. **Mona** is in the **kitchen**, too. She's talking on the **phone**. **Samy** is taking her picture. Scene 2: **Mona** wants to talk to **Kareem**, but she has the wrong number. Scene 3: Since **Mona** dialled the wrong number, she'll try to call Kareem agai **Practise the Conversation** **A. Listen and repeat.** Students listen and repeat. **B. Listen and point to the speakers.** **C. Role-play the conversation with three other students.** **D. Review. Listen and repeat** *A: I'm bored. Let's go to the museum.* *B: No, I was at the museum on Monday.* *A: How about the cinema?* *B: Good idea!*	**Workbook Page 23** **A. Unscramble, write, and number.** *Answer Key* 1 Hello? Is Kareem there, please? 2 I 'm sorry. You have the wrong number. 3 I s this 245-8769? 4 N o, it isn't. This is 245-8768. 5 Sorry. 6 That's okay. Good-bye. **B. Read and match.** *Answer Key* 1. second picture 2. third picture 3. first picture	*10MS* *10Ms* *20Ms*

Activity	**Complete.** *Is Kareem …………., please?/ I'm ………… You have the …………. number./ -*	***Home -assignment***
Self-evaluation :		

Date	Class	Period

Subject Matter

Unit: 12 **Around the House**

Lesson: 1 Word Time

***S.B & W.B* Page 24**

***Warm up*: Conversation Review: Write the Next Sentence.** Students open their Student's Books to page 51 and read the conversation after the teacher or recording. Then play the game using the conversation.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - learn new words " Daily activities" - read new words - write new words	✓ *Student's Book* page 24 ✓ *Work book* page 24 ✓ *Green board* ✓ *cD player* ✓ *Coloured chalk*	**Vocabulary** Daily activities (*wash my hands, brush my teeth, clean my room, call a friend, practise the piano, dance, play video games, bake cookies*)	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Observations*	**Introduce the Words** Daily activities (wash my hands, brush my teeth, clean my room, call a friend, practise the piano, dance, play video games, bake cookies) **Talk About the Picture** Look at the pictures of all these people. They were busy! **These two boys** are playing video games. **This girl** is practising the piano. The **triplets** are dancing. **Mona** is calling a friend. **Kareem** is in the **bathroom**. He's brushing his teeth. This boy is cleaning his room. **These children** are baking cookies. **Soha** is washing her hands. **This boy** is listening to music. The **teacher** is using a computer **Practise The words :** **A. Listen and repeat.** **B. Point and say the words.** **C. Listen and point.** *Practise the piano. / Dance. / Brush my teeth. / Wash my hands. / Bake cookies. / Call a friend. / Play video games. Clean my room.* *Now listen and point to the speakers.* *A: Is there any milk? Are there any pickles?* (boy and girl baking cookies) *B: I don't know. Let's look.* *A: Whose keys are these?* (boy reaching for keys and girl) *B: I don't know.* *A: What are you doing?* (boy with headphones and girl) *B: What?* *A: What are you doing? B: I'm listening to music..* **D. Write the words. (See pages 32–34.)**	**Workbook** Page 24 **A. Read and circle.** *Answer Key* 1. brush my teeth 2. play video games 3. call a friend 4. dance 5. wash my hands 6. clean my room 7. bake cookies 8. practise the piano **B. Write the questions and answers** *Answer Key* 1. She's baking cookies. 2. He's playing video games. 3. What's she doing? She's washing her hands. 4. What's he doing? He's calling a friend.	*15MS* *10Ms* *15Ms*

Activity	**True Sentences.** Hold up a Unit 12 Word Time Picture Card. A volunteer names the card, pantomimes the action, and says in which part of the house he/she does that action (	**Home-assignment**	**Self-evaluation**

Date	Class	Period

Subject Matter

Unit: 12 **Around the House**

Lesson: 3 Practice Time

***S.B & W.B* Page 25**

Warm up **Vocabulary Review: Match the Cards.**
Hold up each Unit 12 Word Time Picture Card and have students name it. Then play the game using the cards.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - practise simple past with regular verbs, positive and negative - Make statements about past actions	✓ *Student's Book* page 25 ✓ *Work book* page 25 ✓ *Green board* ✓ *cD player*	**Structures** Simple past with regular verbs, positive and negative [*(I) (called a friend). (I) didn't (dance).*] **Function:** Making statements about past actions	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Observations* ❖ *Chants*	**Introduce the Patterns:** 1. Pronoun Review. 2. (I) (washed my hands). 3. (I) didn't (wash my hands). 4. Practice for Fluency.. **Practice The Patterns :** **A. Listen and repeat.** **B. Listen and repeat. Then practise with a partner** **C. Look at page 24. Point to the picture and practise with a partner.** Students remain in pairs and look at page 24. They then take turns making statements about the large scene using the new patterns and vocabulary items. For example: S1 (pointing to the triplets): They danced. S2: They didn't bake cookies. **D. Listen and sing along.** Students turn to the song Today Is Monday on page 32. Focus their attention on the pictures. Using the pictures as cues, students try to guess some of the lyrics. Read the lyrics line by line. Students repeat each line. Play the recording. Students listen and follow along in their books.	**Workbook** Page 25 *Answer Key* 1. call a friend fi called a friend 2. bake cookies fi **baked** cookies 3. wash my hands fi **washed** my hands 4. brush my teeth fi **brushed** my teeth 5. practise the piano fi **practised** the piano 6. play video games fi **played** video games 7. clean my room fi **cleaned** my room 8. dance fi **danced**	*10MS* *20Ms*
Activity	**True Sentences.** Students take turns standing up and making statements about activities they did and did not do the day before.	**Home-assignment** **Workbook** Page 25 EX **B. Your turn. Read and write.**			**Self-evaluation**	

Self-evaluation :

Date	Class	Period

Subject Matter

Unit: 12 **Around the House**

Lesson: 4 Phonics Time

***S.B & W.B* Page 26**

Warm up **:** Pattern Review: Tell Me Why. Look at the student at the front of the first row (S1) and say I want to be a musician. S1 asks you Why do you want to be a musician? Reply Because I like playing the (piano). Then S1 says to the next student in the row (S2) I want to be a (vet). S2 asks Why do you want to be a (vet)? Continue until every student in the class has had a chance to choose.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - identify the sm, sn, sp sounds - associate the sound of letters with the written form	✓ *Student's Book* page 26 ✓ *Work book* page 26 ✓ *Green board* ✓ *cD player* ✓ *Coloured chalk*	**Sound Focus:** sm, sn, sp (*smell, smile, snake, sneeze, spell, spider*))	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Observations* ❖ *Self-learning*	**Introduce the Sounds** sm, sn, sp (smell, smile, snake, sneeze, spell, spider) **Practise the Sounds** **A. Listen and repeat.** Focus students' attention on the vowel blend review words at the top of the page. **B. Listen and write sm, sn, or sp.** students listen and circle the word they hear. *1. snail, snail 2. smoke, smoke* *3. smile, smile 4. snake, snake* *5. spaghetti, spaghetti* **C. Read the sentences. Write the numbers. Then listen.** Students read the sentences and write the number of each line of the rhyme next to the corresponding picture. **D. Listen and match.** *1. spring, spring* *2. snatch, snatch* *3. sniff, sniff* *4. smash, smash* *5. speak, speak* *6. small, small*	**Workbook** Page 26 **A. Look and write sm, sn, or sp.** *Answer Key* 1. snake 2. smoke 3. sneeze 4. spider 5. smell 6. smile 7. spell 8. snow **B. Write sm, sn, or sp. Then read and number the pictures.** *Answer Key* 1. The snake and the spider are speaking English. 2. Mr. Smith sneezed at the hospital. 3. Amira is eating spaghetti in the snow. 4. Hisham smelled the rose and smiled. The pictures are numbered: 3, 4, 2, 1	***10MS*** ***20Ms***

Activity	**What Do You Do?** *1. We eat cake. We______.* *2. I hit my arm. I_____.* *3. I smell a flower. I________.* *4. We go to school. We_______.*	**Home-assignment**	**Self-evaluation**

Date	Class	Period

Subject Matter

Review 2

Story Time

S.B & W.B Page 27

Warm up **: Review Units 10–12 Conversations, Vocabulary, and Patterns.** Students turn to each Conversation Time page (pages 15, 19, and 23), Word Time page (pages 16, 20, and 24), and Practice Time page (pages 17, 21, and 25). Elicit each conversation, vocabulary item, and pattern

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - revise units 10–12 conversations, vocabulary, and patterns - recall previously learned items	✓ *Student's Book* page 27 ✓ *Work book* page 27 ✓ *White board* ✓ *cD player* ✓ *Coloured chalk*	**Review** **Focus:** Units 10–12 conversations , vocabulary, and patterns	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Observations*	**Work with the Pictures** Students open their Student's Books to page 27. Scene 1: Where is **Sokkara** going? Scene 2: What did **Sokkar** wash? Is **Sokkara** happy? Scene 3: Can you point to the bed? Did **Sokkar** clean the bedroom? Scene 4: What room is this? Is **Sokkara** happy ? **Work with the Text** 1. Point to Sokkar's speech bubble in Scene 1. A volunteer tries to read what Sokkar is saying. 2. Do the same with all the scenes on this page. Encourage students to look back at the Units 10–12 Conversation Time, Word Time, and Practice Time pages for support if necessary. **Practise the Story** **A. Listen and repeat.** **B. Look at A. Listen and point.** **C. Listen. Circle True or False.** 1*1. Sokkara was at the museum.* *Sokkara was at the museum.* *2. Sokkar cleaned the bedroom.* *Sokkar cleaned the bedroom.* *3. Sokkar didn't practice the piano.* *Sokkar didn't practice the piano.* *4. Sokkar watched TV.* *Sokkar watched TV.* *5. Sokkar didn't clean the living room.* *Sokkar didn't clean the living room.* *Answer Key:* 1. True 2. False 3. True 4. False 5. True **D. Role-play these scenes.**	**Workbook** Page 27 **A. Connect the conversations.** *Answer Key* 1. Whose camera is that? Maybe it's his. Let's ask. Is this your camera? Yes, it is. Thanks. 2. I 'm bored. So am I. Let's play football. Dad! We're going outside. Be back at 4:00. 3. I s Reem there, please? I'm sorry. You have the wrong number. Is this 481-7204? No, it isn't	*15MS* *10Ms* *15Ms*
Activity	**Retell the Story.** Students take turns retelling the story in their own words.			**Home-assignment WB EX B. Circle the odd words. There are two in each line.**		

Self-evaluation

Date	Class	Period

Subject Matter
Review 2
Activity Time
S.B & W.B Page 28

Warm up : 1. **Review Units 10–12 Vocabulary, Patterns, and Sounds.** Students turn to each Word Time page (pages 16, 20, and 24), Practice Time page (pages 17, 21, and 25), and Phonics Time page (pages 18, 22, and 26). Elicit each vocabulary item,

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
By the end of the lesson , students will be able to : - revise units 10–12 vocabulary, patterns, and sounds - recall previously learned items	✓ *Student's Book* page 28 ✓ *Work book* page 28 ✓ *White board* ✓ *cD player* ✓ *Coloured chalk*	**Review Focus:** Units 10–12 vocabulary, patterns, and sounds	❖ *Brain Storming* ❖ *Problem Solving* ❖ *Observations*	Students open their Student's Books to page 28. **A. Read and match.** *Answer Key:* *a snake on a slide matches the first picture a sleeping crab matches the fifth picture a spider with a plum matches the fourth picture a fly in a dress matches the third picture a tree in a truck matches the second picture* **B. Read and fill in the blanks. Then complete the puzzle.** *Answer Key:* Down 1. You want bread. You go to a <u>bakery</u>. 3. You wash you hands in a <u>bathroom</u>. 4. You want to see a film. You go to a <u>cinema</u>. Across 2. You bake cookies in a <u>kitchen</u>. 5. Your foot hurts. You go to a <u>hospital</u>. 6. You want a book. You go to a <u>bookshop</u>. **C. What did you do yesterday? Write √. Then ask your partner.** *Answer Key:* Answers will vary.	**<u>Workbook</u>** <u>Page 28</u> **A. Read and tick True or False.** *Answer Key* 1. False 2. True 3. True 4. False **B. Write cr, fl, pl, sl, or sm. Then match.** *Answer Key* 1. The slug is floating in the creek. (c) 2. The crab ate a plum and a flower. (a) 3. Adel washed his plate and smiled. (b)	*<u>10MS</u>* *<u>10Ms</u>* *<u>10Ms</u>*

Home-assignment		**<u>Self-evaluation</u>**